

SURVEY OF REMEDIAL/DEVELOPMENTAL
STUDIES IN INSTITUTIONS OF
HIGHER EDUCATION

This report is authorized by law (20 U.S.C. 1221e-1). While you are not required to respond, your cooperation is needed to make the results of this survey comprehensive, accurate, and timely.

Definition of Remedial/Developmental Studies for Purposes of this Study:

Program, course, or other activity (in the area of reading, writing, or math) for students lacking those skills necessary to perform college level work at the level required by your institution. Throughout this questionnaire these activities are referred to as "remedial/developmental"; however, your institution may use other names such as "compensatory," "basic skills," or some other term. Please answer the survey for any activities meeting the definition above, regardless of name; however, do not include English as a second language when taught primarily to foreign students.

Please answer for your regular undergraduate programs and use data from your institutional records whenever possible. If exact data are not available, then give your best estimate.

Does your institution offer any remedial/developmental courses? _____ Yes _____ No

If no, please complete section below and mail to the address on back of the survey.

Person completing this form: Name _____ Title _____
institution _____ State _____ phone (____) _____

1. Enter information requested in Parts a-f for remedial/developmental courses in each subject area in fall 1989. For those subjects (reading, writing, or math) in which you have no remedial courses, enter "0" in Part a and skip Parts b-f.

Remedial/developmental course information	Reading	Writing	Math
a. What is the number of remedial/developmental courses with different catalog numbers in fall 1989? (Do not count multiple sections of the same course.)			
b. What is the most frequent type of credit earned from remedial/developmental courses? (enter one) 1= No formal credit 2= Institutional credit, does not meet subject or graduation requirements 3= Degree credit, elective only 4= Degree credit, meets subject requirements			
c. What is the most frequent type of course requirement status for students needing remedial/developmental courses? Courses are: (enter one) 1= Required; 2= Recommended but not required; 3= Voluntary			
d1. Are placement tests used to select participants? (enter yes or no)			
d2. While students are taking remedial/developmental courses, can they take: (enter one) 1= Any regular academic courses? 2= Some regular academic courses? 3= No regular academic courses?			
e. Who most often provides remedial/developmental education? (enter one) 1= Separate remedial division/department 2= Traditional academic department(s) 3= Counseling/tutoring center 4= Learning Center 5= Other (specify)			
f. Are the exit skills provided by remedial/developmental courses based on the entry skills required by the regular academic courses? (enter yes or no)			

2. Rank in order of importance the principal types of evaluation of remedial/developmental programs that your institution conducts. (1= most important; 2= second most important, etc., for all that apply)

a. Student evaluation of course or program _____ d. Followup studies of grades at the next level of courses
b. Instructor evaluation of course or program _____ e. Other followup studies of students' academic performance
c. Student completion rate or grade for course or program _____ f. Other (specify) _____

- 3a. How many persons (unduplicated head count) taught one or more remedial/developmental courses in fall 1989? _____
Of these, how many: b. Were specifically hired for this purpose?
c. Had degree credentials specific to remedial education?
d. Were given specific training by your institution for teaching remedial/developmental courses? _____

4. Which of the following academic support services does your institution provide specifically for students needing remediation? (check all that apply)

_____ a. Peer tutoring _____ d. Counseling _____ g. Other (specify) _____
_____ b. Faculty tutoring _____ e. Assistance labs _____
_____ c. Additional diagnostic testing _____ f. Learning Center _____

5. What is your institution doing to reduce the need for remedial/developmental education? (check all that apply)

_____ a. Communicating with high schools about skills needed for college work
_____ b. Participating in or organizing workshops for high school faculty
_____ c. Other (specify) _____
_____ d. None of the above, currently

6a. For each racial/ethnic group, what percent of entering freshmen enrolled in one or more remedial/developmental course in fall 1989? (Give unduplicated counts of students within each subject.)

	<u>Reading</u>	<u>Writing</u>	<u>Math</u>
1. All freshmen (all racial/ethnic groups combined)?	_____	_____	_____
2. Black, non-Hispanic?	_____	_____	_____
3. White, non-Hispanic?	_____	_____	_____
4. Hispanic?	_____	_____	_____
5. Asian/Pacific Islander?	_____	_____	_____
6. American Indian/Alaskan Native?	_____	_____	_____

6b. Are the numbers of all freshmen (all groups combined) in Q6a: ☐ From institutional records? OR ☐ Estimates?

6c. Are the numbers by race/ethnicity in Q6a (2 through 6): ☐ From institutional records? OR ☐ Estimates?

7a. For each racial/ethnic group, what percent of entering freshmen in Q6a passed or successfully completed one or more remedial/developmental courses in fall 1989? (Give unduplicated counts of students within each subject.)

	<u>Reading</u>	<u>Writing</u>	<u>Math</u>
1. All freshmen (all racial/ethnic groups combined)?	_____	_____	_____
2. Black, non-Hispanic?	_____	_____	_____
3. White, non-Hispanic?	_____	_____	_____
4. Hispanic?	_____	_____	_____
5. Asian/Pacific Islander?	_____	_____	_____
6. American Indian/Alaskan Native?	_____	_____	_____

7b. Are the numbers of all freshmen (all groups combined) in Q7a: ☐ From institutional records? OR ☐ Estimates?

7c. Are the numbers by race/ethnicity in Q7a (2 through 6): ☐ From institutional records? OR ☐ Estimates?

8. Give the total, unduplicated percent of entering freshman who enrolled in one or more of the above remedial/developmental courses in fall 1989. _____

9a. For each racial/ethnic group in Columns 1 and II, what percent of 1988-89 full-time entering freshmen continued at your institution to the start of their second Year (1989-90)?

	<u>Column I</u>	<u>Column II</u>
	Of all 88-89 full-time entering freshmen within each racial/ethnic group	Of 88-89 full-time entering freshmen who enrolled in <u>at least one</u> remedial/developmental course within each racial/ethnic group
Calculate percent for each racial/ethnic group separately		
1. All freshmen (all racial/ethnic groups combined)?	_____ %	_____ %
2. Black, non-Hispanic?	_____ %	_____ %
3. White, non-Hispanic?	_____ %	_____ %
4. Hispanic?	_____ %	_____ %
5. Asian/Pacific Islander?	_____ %	_____ %
6. American Indian/Alaskan Native?	_____ %	_____ %

9b. Is the percent of all freshmen (all groups combined) in Column II: ☐ From institutional records? OR ☐ Estimates?

9c. Are the percents of freshmen in each racial/ethnic group in Column II: ☐ From institutional records? OR ☐ Estimates?

10. **FOR 4-YEAR SCHOOLS ONLY:** Does your institution maintain baccalaureate degree graduation rates:

a. For all entering freshmen?	_____ Yes	_____ No
b. By racial/ethnic group for all entering freshmen?	_____ Yes	_____ No
c. For entering freshmen who enrolled in at least one remedial/developmental course?	_____ Yes	_____ No
d. By racial/ethnic group for entering freshmen who enrolled in at least one remedial/developmental course?	_____ Yes	_____ No